



## COUNTY ASSESSMENT: ARE WE READY TO IMPLEMENT RESOURCE FAMILY APPROVAL (RFA)?

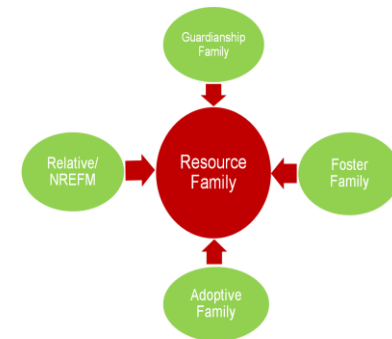
RFA is a new unified, family friendly and child-centered caregiver approval process that replaces the current foster parent licensing, relative approval, adoption, and guardianship process. RFA:

- ▶ Eliminates duplication
- ▶ Unifies approval standards for all caregivers
- ▶ Incorporates a combined home environment and comprehensive psychosocial assessment of all families and relatives
- ▶ Prepares families to better understand how to meet children's needs

**Resource Family Approval (RFA)** is a method of approving care providers for the care and supervision of children, youth, and non-minor dependents (NMD) in the child welfare and probation foster care system. Mandated by California State Statute, RFA creates a platform for all Resource Families to receive the same information, training and opportunity for support.

For counties needing assistance getting ready for implementation, this guide will assist in determining the resources needed. We also know that in order to obtain, maintain, and measure success, we know that *HOW* an entity implements a practice is as equally important as *WHAT* is being implemented.

### IMPLEMENTATION SCIENCE



#### *What do we mean by implementation?*

- ▶ Implementation is a specified set of activities designed to put into action an initiative, program, or intervention.
- ▶ Implementation is a process, not an event.
- ▶ Implementation is synonymous with coordinated change at system, organization, program, and practice levels.

- ▶ Implementation requires change in skill levels, organizational capacity, and organizational culture, and requires education, practice, and time to mature.

### *What are some common challenges to implementation?*

The research literature shows us common challenges to implementation (Fixsen et al, 2005):

- ▶ Providing policy information to staff with no follow up or engagement will result in implementation challenges as staff will likely file the policy information away with minimal impact on actual practice.
- ▶ Core implementation components must be integrated as they are complementary and compensatory.
- ▶ Implementers must identify policy interventions that facilitate implementation while minimizing barriers to implementation.

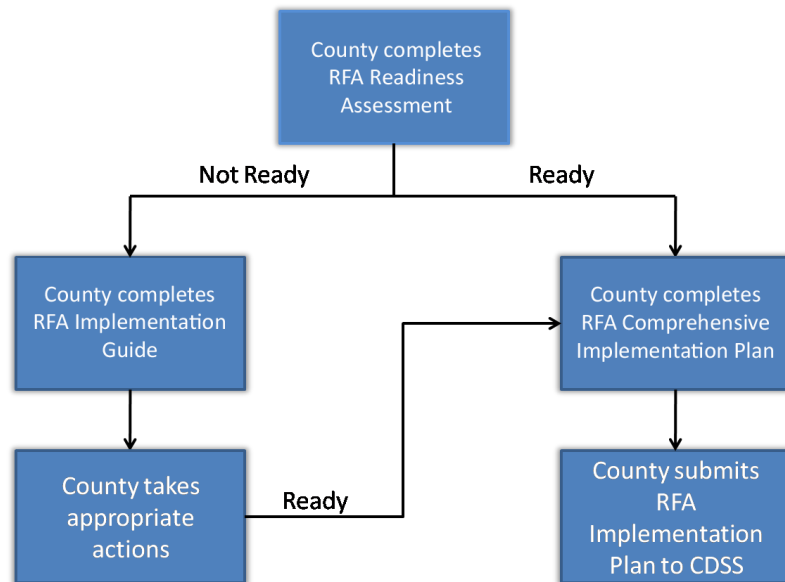
- ▶ Implementers must have a holistic view that considers incentives, structures and operations at the systems, organizational and practitioner level.



### Implementation Assessment Process

How do you know whether you are ready to implement (RFA)? Should you volunteer to join the early implementation counties and offer RFA in your county sooner than later? Or would it be better to do more planning and implement later?

Planning to implement RFA takes some assessment, planning, and actions. Tools are available to assist counties and their implementation teams determine level of readiness and plan for first steps in implementation.



#### Step-by-Step Tools:

County has completed the Readiness Assessment – Attachment A - AND YOU ARE:

- ▶ **READY TO GO:**
  - a. Comprehensive Implementation Plan to CDSS – Attachment B
- ▶ **MORE NEEDED:**
  - a. RFA Implementation Plan – Attachment C
  - b. Comprehensive Implementation Plan to CDSS – Attachment B

#### Attachment A: Are we ready to be an early implementation County? This is the Assessment to assist you.

- Document that assists counties in determining if the Child Welfare and Probation leadership is ready to start implementation and if they have the basic capacity and infrastructure to begin the implementation process. After completion of this assessment the county may decide to go directly to completing the Comprehensive Implementation Plan and submit to CDSS.

#### Attachment B: RFA Comprehensive Implementation Plan (CDSS required document)

Document completed by the county and submitted to CDSS which describes the county's proposed RFA program statement, goals and objectives, organizational structure, roles

and responsibilities, maintaining staff qualifications, partner involvement, RFA processes, training plans, time line, and termination plan.

#### Attachment C: RFA Implementation Guide

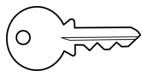
- A county may already have decided that they are *not ready* to be an early implementation county, or after using the “early implementer assessment document” they realize there is further work to do. The RFA Implementation Guide assists counties with further thinking through all the components for implementing RFA. The tool is intended for leadership and implementation teams to assess their readiness and to determine a plan of which steps need to be taken to move towards implementation.



An Implementation Toolkit is an assembly of instruments that, when used collectively or separately, can be handy for implementing a new program, practice, project, or initiative. Users can apply the toolkit in its entirety, or they may find certain portions of it particularly informative for their needs.

Toolkits bridge the gap between implementation and practice. They provide a blueprint for what to do, when to do it, and how to do it.

## Toolkit Components



### Definitional Tools

- ▶ RFA Key Values
- ▶ Link to Legislation
- ▶ Overview of SB1460 presentation
- ▶ Permanency Key Messages
- ▶ Fact Sheets
- ▶ FAQ's

### Fiscal and Funding Tools

- ▶ Link to CDSS information

- ▶ ACIN (time study, PIN codes, claiming instructions, etc)
- ▶ Funding Resource Families

### Training Tools

- ▶ Staff Training Materials
  - RFA Training for Staff PPT
  - CDSS Forms
  - RFA Flow Chart
- ▶ Caregiver Training Materials
- ▶ External Caregivers Training Materials

### Planning Tools

- ▶ RFA Work Plan Timelines
- ▶ Strategic Plan (if needed)
- ▶ Implementation Guide
- ▶ Implementation Planning Guide Tool
- ▶ MOU
- ▶ Leadership Roles and Responsibilities
- ▶ Pre-Readiness Guide
- ▶ Lessons Learned
- ▶ Communication Work Action Plan

### Evaluation Tools

- ▶ Logic Model
- ▶ RFA Survey (Link) (CDSS)
- ▶ CWS/CMS Instructions (Link) (CDSS)

### Communication & Engagement Tools

- ▶ RFA Communication Plan
- ▶ RFA One Pagers
- ▶ Fact Sheets
- ▶ FAQ's
- ▶ Caregiver Brochure
- ▶ Permanency Key Messages
- ▶ Logos
- ▶ RFA Kick off Presentation
- ▶ RFA Announcement - Internal Stakeholder – Template
- ▶ RFA Announcements – External stakeholder - Template
  - Existing and prospective caregivers
- ▶ Newsletter templates
  - County Samples (SF)
- ▶ RFA Overview templates
- ▶ Engagement letter to Stakeholders
  - Staff and Caregivers
  - Community partners
- ▶ Focus Group Guide
- ▶ Focus Group Questions

### Policies and Procedures Tools

- ▶ Roles and Responsibilities
- ▶ Policy Templates/Samples:
  - RFA Approval Process
  - RFA approval Process Flow chart



## Attachment A

### **Readiness Assessment/ Early Implementation**

*Are we ready to be an early implementer Assessment?*

## EARLY IMPLEMENTATION - ARE WE READY TO IMPLEMENT RFA?

The purpose of this assessment is to help counties in determine if the Child Welfare and Probation leadership is ready to start implementation at this time and if they have the basic capacity and infrastructure to begin the implementation process. There are *no right or wrong* answers to the assessment, but rather, it is used for county leadership to express their current commitment and to determine the next steps. All counties will implement beginning 2017, but there will be a rolling implementation across counties.

The California Department of Social Services, Shared Vision Consultants and the Child and Family Policy Institute of California are currently in the process of developing an Implementation Toolkit and are available to offer technical assistance. As a county, you don't have to have all of the following in place, these are things to consider.

## RFA ENHANCES CURRENT SERVICES

RFA reaffirms the commitment to serving children, youth, young adults and families because it:

### *Focuses on Lifelong Relationships*

- RFA supports connecting children, youth and young adults to safe, caring relationships that can last a lifetime by focusing on families
- RFA's purpose is to place children, youth and young adults with families that can provide a lifelong connection by determining permanency approval upfront

### *Achieves Results for Children, Youth, Young Adults and Families*

- Upfront training and ongoing services prepare caregivers to meet the needs of children, youth and young adults and assisting families with forming lifelong relationships
- Supportive and loving long-term relationships lead to stable permanent placements and improved outcomes for children, youth and young adults


### *Improves Efficiency*

- RFA is a streamlined process that includes one application, one background check and a combined home environment and permanency assessment
- The new coordinated process will eliminate duplication, reduce paperwork and maximize the efficient use of staff and system resources

## SHARED KNOWLEDGE:

In preparation for this process it is important to understand all the basic facts regarding RFA in order to make an accurate assessment. Tools in the Definitional Toolkit can assist the County in coming to a mutual knowledge baseline. The leadership conducting this assessment should review the following regarding RFA:

1. RFA Overview via <http://www.childsworld.ca.gov/PG3416.htm>
  - a. RFA Written Directives Version 1 11/1/13
  - b. Comprehensive Implementation Plan
2. Review of the SB1013 legislation SEC 136, Section 16519.5 (a)  
[http://www.leginfo.ca.gov/pub/11-12/bill/sen/sb\\_1001-1050/sb\\_1013\\_bill\\_20120627\\_chaptered.pdf](http://www.leginfo.ca.gov/pub/11-12/bill/sen/sb_1001-1050/sb_1013_bill_20120627_chaptered.pdf)

 <p>TOOLKIT RESOURCES – DEFINITIONAL TOOLS</p> <ul style="list-style-type: none"><li>▶ Orientation PowerPoint with speaking points</li><li>▶ RFA Frequently Asked Questions (FAQ)</li><li>▶ RFA Key Messages RFA Overview</li><li>▶ Agenda for possible stakeholder meeting</li><li>▶ Focus group questions</li></ul>	<p>Definitional Tools assist in the development of a shared knowledge base (<i>CALSWEC website</i>).</p> <ul style="list-style-type: none"><li>▶ Describe the problem, concern, or issue that is to be addressed, solved, or ameliorated.</li><li>▶ Explain why and to whom the concern or issue is important.</li><li>▶ Provide relevant background information.</li><li>▶ Provide underlying theories and logic used in taking a particular approach or path.</li><li>▶ Describe essential meanings, concepts, and philosophies.</li><li>▶ Articulate the benefits for children, youth, and families.</li></ul>
<b>1. READINESS OF AGENCY LEADERSHIP</b>	
<ol style="list-style-type: none"><li>a. The leadership of our agency has knowledge of RFA and endorses the values and principles of RFA.</li><li>b. We know what we want to achieve with RFA? How will our process improve with RFA? (Program goals, objectives and outcomes)</li></ol>	Discussion:

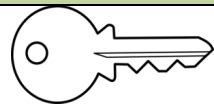
- c. The leadership of our agency is committed to changing the system at the current time, and has the flexibility to change current practices.

Discussion:

- d. The stakeholders in our community are able to accept changes in the current system.
- e. What goals and objectives need to be developed for the families, service providers, and county partners?

Discussion:

## 2. PROGRAM INFRASTRUCTURE



### TOOLKIT RESOURCES – PLANNING TOOLS

- ▶ Program Roles and Responsibilities
- ▶ MOU
- ▶ Developing a Leadership Team
- ▶ Pre-Readiness Guide
- ▶ Lessons Learned
- ▶ Focus Group Questions\*

\*Consider holding focus groups with leadership, staff, youth and caregivers prior to this step. You can then incorporate these findings into your assessment.

Planning Tools are instruments that help guide organizational action steps related to implementation of an initiative, program, or intervention. They may provide detailed descriptions about the county implementation plan and how it was developed. Planning Tools are likely to be initiative-specific and may include:

- ▶ Organizational timelines
- ▶ Action item checklists
- ▶ Things-to-do checklists
- ▶ Sample meeting agendas

In order to implement RFA, the county will need to have an infrastructure that can lead and support the implementation process.

- a. Do you have a team or can you build a team that will provide leadership and project management for RFA? *The early implementation counties found that a Project Manager or Team is needed to ensure all the program mandates are met.*

Discussion:



- 
- b. Do you have the internal staff that can carry out RFA? Do they have minimum qualifications, skills and program expertise? Do you have a plan for maintaining program staff qualifications, skills and program expertise? (If applicable, consider your Focus Group findings)
- 

Discussion:

- c. How will you include administrative and clerical support into the planning process? What are the clerical needs?
- 

Discussion:

- d. Will you engage external partners in the implementation of RFA? What is the willingness of the external partners? Do they have capacity? Will you need to engage different partners?
- 
- 

Discussion:

### 3. TRAINING STAFF AND STAKEHOLDERS



#### TOOLKIT RESOURCES – TRAINING TOOLS

- ▶ Training Plan
- ▶ Staff Training Materials
  - ▶ RFA Training for Staff Presentation
  - ▶ CDSS Forms
  - ▶ RFA Flow Chart
- ▶ Caregiver Training Materials
- ▶ External Caregivers Training Materials

Training Tools that describe the initiative include training and coaching materials including curriculum, talking points, PowerPoint presentations, etc., and can be used in other jurisdictions. Transfer of learning (TOL) tools are created to help trainees transfer the knowledge and skills they acquired in a classroom setting to their everyday practice

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Do you have the ability to train staff and key stakeholders to RFA? This includes basic and advanced training. The following is a recommended training sequencing, depending on the size of the agency and other variables:

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Training Sequence	
Step 1	Provide supervisor / manager training (RFA Orientation)
Step 2	Distribute informing materials to social workers and stakeholders.
Step 3	Supervisors introduce RFA to social workers and Clerical
Step 4	Establish access to experts including other early implementing counties (analysts, coaches, and mentors) for trouble shooting and questions, make resource materials easy to access via supervisor or intranet
Step 5	Offer training to caregivers and other stakeholders
Step 6	Identify audiences for advanced modules
Step 7	Establish transfer of learning system (goals, supervisor follow-up, online and coaching resources)
Step 8	Provide advanced training
Step 9	Monitor implementation to identify ongoing training needs

Discussion:

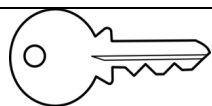
#### 4. TRAINING RESOURCE FAMILIES

A Pre-Service Training is provided and all potential Resource Families (including spouses or domestic partners) are required to attend. CPR and First Aid is also required. Additional training is provided year round and Resource Families are invited to attend. A minimum of 8 hours of training is required to maintain current knowledge and encourage growth as a care provider.

Do you have the ability to provide the required pre-service training? Do you have the capacity to reformat your current process? Do you have a plan in place for maintaining program staff qualifications?

Discussion:

#### 5. CAPACITY FOR DEVELOPMENT OF POLICIES AND PROTOCOLS



## TOOLKIT RESOURCES – POLICY AND PROCEDURE

### TOOLS

- Roles and Responsibilities
- Policy Templates/Samples:
  - RFA Approval Process
  - RFA approval Process Flow chart
  - Implementing corrective action plants
  - Investigating complaints

Policy and Procedures Tools describe the necessary policies and procedures required for successful implementation of the initiative, program, or intervention. They are a set of documents that describe an organization's policies/rules for operation and the procedures necessary to fulfill those policies.

Do you have the capacity to adapt and or create policies and protocols for RFA?

Discussion:

## 6. PROGRAM OVERSIGHT

Do you have the ability to consistently monitor and investigate Resource Families? Can you implement due process (e.g. denial, rescission, adverse actions) as well as the Written Directives to families? Can you Implement corrective action plans?

- a. Monitoring of Resource Families (taken directly from CDSS document Comprehensive Implementation Plan)
  - Periodic evaluations and onsite visits
  - Corrective Action Plans (How will plans be developed and monitored)
  - Investigating complaints and serious complaints
  - Investigating Incidents
  - Process for Resource Family Denials
  - Process to Rescind Approval
  - Process for other adverse Actions
- b. Termination Plan
  - What is your plan for terminating Family Resource Homes?

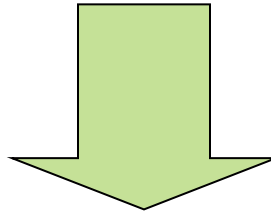
Discussion:

## 7. PROCESSES

Team meetings or other processes may be utilized as an important avenue for families to learn about RFA. Do you have family team meetings? Do you have the capacity to incorporate RFA into team meetings or another way to dispense the information?

Discussion:

8. COUNTY ASSESSMENT	
Based on the above pre-readiness assessment, please identify your strengths and needs.	
a. Strengths:	
c. Needs:	



<b><i>Based on the strengths and needs identified, do you feel ready to begin to plan the implementation of RFA?</i></b>	
YES	NO
1. COMPLETE the RFA Implementation Plan or Request for Consideration 2. SUBMIT to CDSS 3. UTILIZE RFA Toolkit and technical assistance provided by CDSS as needed. If you do not,	1. COMPLETE RFA Assessment Readiness Guide



## Attachment B

# **RESOURCE FAMILY APPROVAL (RFA) COMPREHENSIVE IMPLEMENTATION PLAN**

## RESOURCE FAMILY APPROVAL (RFA) COMPREHENSIVE IMPLEMENTATION PLAN

County of \_\_\_\_\_ 2014/15

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### PROGRAM STATEMENT AND VISION

Brief Overview:

### PROGRAM GOALS, OBJECTIVES AND OUTCOMES

<b>GOAL:</b>	
<b>Objectives</b>	
1.	
2.	
<b>Proposed Outcome(s)</b>	
<b>GOAL:</b>	

<b>Objectives</b>	
1.	
2.	
<b>Proposed Outcome(s)</b>	
<b>GOAL:</b>	
<b>Objectives</b>	
1.	
2.	
<b>Proposed Outcome(s)</b>	
<b>GOAL:</b>	
<b>Objectives</b>	
1.	
2.	
<b>Proposed Outcome(s)</b>	



## PROGRAM ORGANIZATIONAL STRUCTURE

Please describe infrastructure that will manage the RFA program, including program staff roles and responsibilities and any contracted agencies and/or individuals.

## PROGRAM STAFF ROLES AND RESPONSIBILITIES

Project Manager

Name (if known as of the date of this Implementation Plan) and Title: Role:

Responsibilities:

Knowledge, Skills, and Abilities:

Leadership

Name (if known as of the date of this Implementation Plan) and Title: Role:

Responsibilities:

Knowledge, Skills, and Abilities:

Reporting Relationships: Reports To and Reporting Staff

Name (if known as of the date of this Implementation Plan) and Title: Role:

Responsibilities:

Knowledge, Skills, and Abilities:

Reporting Relationships: Reports To and Reporting Staff

Staff
<p>Name (if known as of the date of this Implementation Plan) and Title: Role:</p> <p>Responsibilities:</p> <p>Knowledge, Skills, and Abilities:</p> <p>Reporting Relationships: Reports To and Reporting Staff</p>
<p>Name (if known as of the date of this Implementation Plan) and Title: Role:</p> <p>Responsibilities:</p> <p>Knowledge, Skills, and Abilities:</p> <p>Reporting Relationships: Reports To and Reporting Staff</p>

**PLAN FOR MAINTAINING PROGRAM STAFF QUALIFICATIONS, SKILLS, AND PROGRAM EXPERTISE**

Requirement	How will you accomplish this requirement?
Ensure and Maintain Minimum Staff Qualifications	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol>

Develop and Maintain Staff Skills	1.  2.
Develop and Maintain Program Expertise	1.  2.

**NON-COUNTY STAFF/AGENCY PROGRAM INVOLVEMENT**

Please identify any non-county staff or agencies that will be involved with implementation and/or operation of the program, including a description of activities

**RESOURCE FAMILY APPROVAL PROCESS**

Please describe the approval process for Resource Families:



**PROPOSED RESOURCE FAMILY ASSESSMENT TOOLS**

Assessment Tools (e.g., SAFE)	
Tool	Description

**TRAINING PLAN FOR PROGRAM STAFF AND RESOURCE FAMILIES**

Please describe the plan for training Program Staff and Resource Families:

**TRIBAL PARTICIPATION**

Please describe the plan for tribal outreach and participation:

**MONITORING OF RESOURCE FAMILIES**

Process	Responsible Staff	Procedures
Periodic Evaluations and Onsite Visits		
Corrective Action Plans (Describe how plans will be developed and monitored)		

**INVESTIGATION OF COMPLAINTS AND INCIDENTS INVOLVING RESOURCE FAMILIES**

Process	Responsible Staff	Procedures
Investigating Complaints and Serious Complaints		
Investigating Incidents		

**DUE PROCESS FOR DENIAL OR RESCISSION OF APPROVALS AND OTHER ADVERSE ACTIONS**

Process	Responsible Staff	Procedures
Process for Resource Family Denials		
Process to Rescind Approval		
Process for other adverse actions		

**TIMELINE FOR IMPLEMENTATION**

2015						
TASK/STEP	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
Complete RFA Plan for Implementation						

2015						
TASK/STEP	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE




#### TERMINATION PLAN

Requirement	How will you accomplish this requirement?
Minimize disruption to families	1. 2.
Maximize child safety	1. 2.
Ensure that Resource Families will operate in accordance with Welfare and Institutions Code sections 309 or 362.7 or Health and Safety Code section 1502, et seq., as applicable.	1. 2.
Ensure that eligibility for foster care payments will not be interrupted	1. 2.



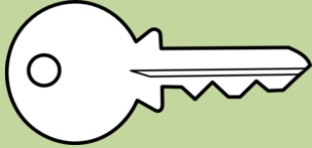
## Attachment C

# **RFA Implementation Guide**

## Getting Started

Implementing RFA will require the coordination and integration of many components in order to achieve success. To help you evaluate the stage your county is at regarding all the different components, please complete the table below. Once completed, you will have a snapshot of how ready your county is to implement RFA and where to focus your next steps to ensure an effective implementation. Consider holding Focus Groups with staff, caregivers, youth and leadership in order to get a well rounded perspective regarding the assessment. Focus Group templates can be found in the Engagement and Communication Toolkit.

Following this section, there is a section for each component that allows counties to further explore their readiness levels.

<b>Components</b> 	<b>At initial stage of development</b>	<b>In progress</b>	<b>Already completed</b>	<b>Comments</b>
Definitional Tools				
Engagement and Communication				
Assessment and Planning				
Policy and Procedures				
Training				
Fiscal/Funding				

Evaluation				
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## Section I: Definitional Tools: Program Statement and Vision

**Definitional Tools describe the problem/concern that the county is trying to solve and the expectations for solving it. County leadership should reflect upon its current licensing and relative approval processes and determine why and how RFA impacts the current process.**

A “Resource Family” is an individual or couple that a county determines to have successfully met both the home approval standards and the permanency assessment criteria necessary for providing care for a related or unrelated child who is under the jurisdiction of the juvenile court, or otherwise in the care of a county child welfare agency or probation department.

Through the development of the new approval process, early implementation counties shall ensure families meet a consistent set of qualifications and responsibilities. This will ensure that each Resource Family shall be in position to provide children permanence through adoption or guardianship with no further assessment being needed. Each Resource Family shall have:

1. An understanding of the safety, permanence, and well-being needs of children who have been victims of child abuse and neglect, and the capacity and willingness to meet those needs
2. An understanding of children’s needs and development, effective parenting skills, or knowledge about parenting, and the capacity to act as a reasonable, prudent parent in day-to-day decision making.
3. An understanding of his or her role as a Resource Family and the capacity to work cooperatively with the agency and other service providers in the implementation of a case plan for the child.
4. The financial ability within the household to ensure the stability and financial security of the Resource Family.
5. An ability and willingness to maintain the least restrictive and most family-like environment that serves the needs of the child.

### Defining the current process:

What do we think is working well with the current licensing and relative approval process?

- A.
- B.
- C.

What are our worries about our current process?

- A.
- B.
- C.

**This section will assist in the completion of RFA Comprehensive Implementation Plan Section 1: Program Statement and Vision and Program Goals Objectives**

*This is a draft document and is currently under review 11.13.14.*

## and Outcomes

Now consider RFA key messages which reflect the initiative's values:

### **Focuses on Lifelong Relationships**

- RFA supports connecting children, youth and young adults to safe, caring relationships that can last a lifetime by focusing on families.
- RFA's purpose is to place children, youth and young adults with families that can provide a lifelong connection by determining permanency approval upfront.

### **Achieves Results for Children, Youth, Young Adults and Families**

- Upfront training and ongoing services prepare caregivers to meet the needs of children, youth and young adults and assisting families with forming lifelong relationships.
- Supportive and loving long-term relationships lead to stable permanent placements and improved outcomes for children, youth and young adults.

### **Improves Efficiency**

- RFA is a streamlined process that includes one application, one background check and a combined home-environment and permanency assessment.
- The new coordinated process will eliminate duplication, reduce paperwork, and maximize the efficient use of staff and system resources.

Based on the above, list how the new RFA process will benefit the children and families of our county?

- A.
- B.
- C.

Recommended Next Steps:

- A.
- B.
- C.

## **Section II: Engagement and Communication**

Engagement and communication materials are used to engage stakeholders and to communicate the county's message about the intervention. It also assists in thinking through the organizational structure that will manage RFA, including program staff roles and responsibilities and any contracted agencies and/or individuals.

Have you identified all necessary stakeholders?

Identified Stakeholders	Yes/No	Potential Names	Comments
1. Leadership including a Project Manager			
Staff: a. Social Workers b. Supervisors c. Clerical d. Recruiter e. Licensing worker f. Relative approval staff g. Others:			
2. Families – Resource and licensed foster families			
3. Community Partners – adoption agencies			
4. Other:			

**Engagement:**

Below are suggested engagement materials, tools, and processes. There are templates that have been developed and can be customized to meet your needs at (website name)

Suggested engagement tools and processes:	Plan to Use Yes/No	Comments
1. Invitational letter to stakeholders, director correspondence		
2. FAQ's		
3. Overview - Fact sheet		
4. Orientation power point		

5. Kickoff event or community forum		
6. Survey to gather input		
7. Focus Groups		
8. Community forum		
9. Training sessions		
10. Classes		

Identify mode of engagement and plan for selecting stakeholders

- A.
- B.
- C.

List the ways the county will disseminate information about RFA

- A.
- B.
- C.

Recommended Next Steps:

- A.
- B.
- C.

### Section III: Planning Tools

**The County will need to develop a plan of action. This section will identify the areas needed to be ready for implementation.**

#### Information Gathering

In determining the scope of the RFA program, identifying some basic data needs will help the county. At minimum, the following should be identified:

1. Number of county licensed homes (if applicable)?
  - a. How many have current placements?

2. Number of approved Relative and Non-Relative Extended Family Members (NREFM) homes?
3. Unmet need
  - a. Number of children in other placements (e.g. Foster Family Agency (FFA), Intensive Treatment Foster Care (ITFC), congregate care, etc.)
4. Number of children needing permanent homes

Licensed Homes With placements	Licensed Homes Without placements	Relative Homes	NREFM Homes	Number of Children in Other Placements	Number of Children Needing Permanent Homes	Number of Children Adopted

List specific needs based upon information listed above:

- A.
- B.
- C.

## Section IV: Leadership

Having leadership assigned and well trained is also a key component in being ready for implementation. Consider whether you will use these roles and who in your current staff may be taking on those roles.

Suggested Leadership	Yes/No	Potential Names	Comments
RFA Recruiter			
Program leads: <ul style="list-style-type: none"> <li>• Supervisor</li> <li>• Manager</li> <li>• Analyst</li> <li>• Clerical</li> </ul>			



Policy analysts			
Data team			
RFA staff			
Staff development			

How will the current licensing and relative approval staff and supervisors work within the program?

- A.
- B.
- C.

Recommended Next Steps:

- A.
- B.
- C.

## Section V: Policy and Procedures Tools

**An infrastructure is needed to support RFA. A set of written directives was developed by the CDSS which address the main components of RFA process. In addition to the written directives, counties will need to develop policies and procedures relevant to their specific needs.**

The table below includes recommended policies and procedures:

Recommended Policies and Procedures	Needs to be developed	Needs to be revised/updated	Not needed
<b>Policies</b>			
a. Develop standard for Resource Family home approval and permanency assessment including psychosocial assessment			
b. Outline a grievance process for Resource Families			
<b>Protocols and Written Directives</b>			

a. Use standardized documentation for the home approval and permanency assessment of Resource Families			
b. How to handle problematic situation within the approved home – Staff roles			
c. Implementing corrective action plans			
d. How Resource Families should report incidents to the county child welfare agency consistent with the reporting requirements for licensed Foster Family Homes			
e. Investigating complaints			
f. How to approve and deny applications			
g. How to rescind home and Resource Family approvals			
h. California Department of Social Services (CDSS) Notification process			
i. Any denial of a Resource Family application			
j. Rescinding of a Resource Family approval			
k. Serious complaints and incidents involving Resource Families			

Describe any additional policies and procedures that may be needed to implement RFA

- A.
- B.
- C.

Recommended Next Steps:

- A.
- B.
- C.

## Section VI: Training Tools

There are training needs for the staff, resource families and external partners (E.g. the courts, unions, community based organizations, etc.). Consider what actions your county will take to meet the training needs.

Action Needed	How Met?
Dissemination of key knowledge, skills, and values:	
Training Staff:  Implementation of curriculum (policies, procedures, program structure)	
Plan for coaching:	

#### Resource Families

A Pre-Service Training is provided and all potential Resource Families (including spouses or domestic partners) are required to attend. CPR and First Aid is also required. Additional training is provided year round and Resource Families are invited to attend. A minimum of 8 hours of training is required to maintain current knowledge and encourage growth as a care provider.

Action Needed	How Met?
Dissemination of key knowledge, skills, and values.	
Implementation of Pre-Service training.	
Annual training (8 hours per year).	

Action Needed	How Met?
CPR and First Aid.	
Other:	

#### External Partners

Counties have various external partners that will be involved in RFA implementation. Consider who your external partners will be and what role they will play.

Identify key external partners

- A.
- B.
- C.

External partners will also require training. Consider below how you will plan for meeting their training needs.

Action Needed	How Met?
---------------	----------

Dissemination of key knowledge, skills, and values.	
Other:	

Recommended Next Steps:

- A.
- B.
- C.

## Section VII: Fiscal/Funding Tools

Counties need to consider their fiscal and funding tools.

Suggested fiscal and funding plan:	Yes/No	Comments
Have fiscal funding streams for implementation been identified?		

Has funding been secured to implement the intervention?		
Has funding been secured to maintain and sustain the intervention?		

Recommended Next Steps:

- A.
- B.
- C.

## Section VIII: Evaluation Tools

Counties need to consider how there evaluation practices and needs.

Consideration	Yes/No	Comments
Does the county have the capacity to track RFA program's effectiveness per CDSS requirements?		
Can the county track Resource Family homes in <i>Child Welfare Services/ Case Management Systems</i>		
Does the county have a need to evaluate RFA program? If so, what outcomes or needs is RFA program meeting? (Review Definitional Tools section for identified needs)		

How will the county track RFA program to determine if it is effective?

- A.
- B.
- C.

Recommended Next Steps:

- A.

- B.
- C.

Section IX: County’s Plan of Action:

Tool	Action Step	Resources Needed	Staff Responsible	Timeline



## **Program Statement and Vision**

(Refer to Section I. Definitional Tools):

- What do you want to achieve with RFA?
- What do you want to be known for in your county as it relates to RFA?
- How do you want your processes to improve with RFA?

## **Program Goals, Objectives, Outcomes**

(Refer to Section I. Definitional Tools; Section II. Engagement and Communication; and Section III. Planning Tools)

- How will the RFA benefit children and families in our county?
- What goals and objectives need to be developed for the families, service providers, and county partners?
- When will you have the goals and objectives achieved?
- What will be the impact or proposed outcomes of achieving the goals. How will they be measured?

## **Organizational Structure**

(Refer to Section II. Engagement and Communication; Section IV. Leadership)

- What organizational structures are in place to support RFA?
- How may the current structure need to change to implement RFA?
- What structure do external partners need to have in place to support RFA implementation?

## **Program Staff Roles and Responsibilities**

(Refer to Section IV. Leadership; Section V. Policy and Procedures Tools; Section VI. Training Tools/External Partners.)

- What are the roles and responsibilities of the staff involved with the implementation?
- What are the roles and responsibilities for service providers and country partners?
- What tools, forms, training etc...will you have in place to support the implementation?
- How may roles change once RFA is fully implemented?

## **Plan for Maintaining Staffing Qualifications, Skills, and Program Expertise**

(Refer to Section V. Policy and Procedures Tools; Section VI. Training Tools)

- What are your requirements regarding staff qualifications and skills
- How will you ensure staff skills and knowledge remain current in order to ensure the successful implementation and maintenance of RFA?
- How will training be provided? What will be included in the training? Who will deliver the training?

## **Non-County Staff/Agency Program Involvement**

(Refer to Section II. Engagement and Communication; Section III. Planning Tools; V. Policy and Procedures Tools; Section VI. Training Tools)

- What non-county staff or agency will be involved with RFA implementation?

- What services will they provide?

## **Resource Family Approval Process Proposed Resource Family Assessment Tools**

(Refer to Section V. Policy and Procedures Tools)

- How can current processes be adapted to meet RFA?
- What processes need to change to support RFA?
- How do we ensure the process is clear to all stakeholders?
- What assessment tools will be used for RFA?
- Who will be responsible for the processes?
- How will you use the Team Decision Making Process (TDM)

## **Training Plan and Support for Resource Families**

(Refer to Section VI. Training Tools)

- What training populations do you need to consider?
- What resources will you use to ensure training is developed and delivered with goals and objectives designed to effectively train stakeholders
- What additional technical assistance may you need to provide to stakeholders?
- How will training be delivered, by whom?
- What do you need to consider for the pre-service training?
- What challenges might you face and how will you overcome these challenges?

## **Tribal Participation**

(If applicable)

- How will the tribe be involved with RFA implementation?
- What services will they provide?

## **Monitoring of Resource Families**

- How often will evaluations occur?
- How often will visits occur?
- What will happen with Resource Family that are no longer active, no longer want placements or haven't had placements for a long period of time?

## **Investigation of Complaints and Incidents Involving Resource Families**

## **Due Process for Denial or Rescission of Approvals and Other Adverse Actions**

## **Timeline for Implementation**

(Refer to Section IX. County Plan of Action)

- What actions need to be taken for successful implementation
- What might impact your ability to adhere to the timeline
- What contingencies do you have in place to ensure timeline may be made
- What risks exists for not completing the timeline as planned\
- What do you need to consider in developing the timeline (e.g. staff vacations, holidays, other priorities, etc.)

Suggestion tasks:

2015						
Task/Step	Jan	Feb	Mar	Apr	May	June
Implementation Committee Meetings						
Stakeholder meeting						
Task Focused Work Groups						
Development of Training Materials						
Gathering of baseline data						
Training of Staff						
Implementation						
Mass Mailing to Existing approved homes to inform them about RFA						
Orientation for existing homes to invite them to choose to become a Resource Family Home						
Follow up with staff to review implementation						
Follow up with stakeholders to review implementation						

Post Implementation data comparison						
Implementation workgroup reconvenes to review overall process and determine what additional steps are needed						
Follow up meetings and/or additional trainings as needed						

## 2015

Task/Step	Jul	Aug	Sept	Oct	Nov	Dec
Implementation Committee Meetings						
Stakeholder meeting						
Task Focused Work Groups						
Development of Training Materials						
Gathering of baseline data						
Training of Staff						
Implementation						
Mass Mailing to Existing approved homes to inform them about RFA						
Orientation for existing homes to invite them to choose to become a Resource Family Home						
Follow up with staff to review implementation						

Follow up with stakeholders to review implementation						
Post Implementation data comparison						
Implementation workgroup reconvenes to review overall process and determine what additional steps are needed						
Follow up meetings and/or additional trainings as needed						

### Termination Plan

(Refer to Section V. Policy and Procedures Tools)

- How does RFA impact your current termination plans?
- How do you ensure Resource Families will operate in accordance with Welfare and Institutions Codes?

